

VOLUME XVI

No. 1

The A.T.A. Magazine

OFFICIAL ORGAN OF THE

ALBERTA TEACHERS' ASSOCIATION

Magistri Neque Servi



SEPTEMBER, 1935



On the American Scholar

"Inaction is cowardice, but there can be no scholar without the heroic mind. The preamble of thought is action. Only so much do I know as I have lived. Instantly we know whose words are loaded with life and whose not."

—Emerson.

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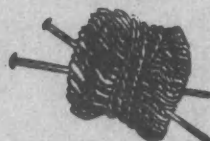
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SEPTEMBER, 1935

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Editorial

WHAT OF THE NIGHT?

TEACHERS scan the eastern horizon. The storm of election strife has spent itself and the fresh atmosphere of early morn courses through the lungs, the earnest of hope of a brighter day. Old Sol has not yet cast his slanting beams o'er the hill tops, although an indistinct glow seems to hover above the couch of darkness. Clouds of hopelessness and despair, of inaction, *inaction-faire* and opportunism which have o'ercast the educational world of Alberta for more than a decade, still enshroud the landscape, and as one awaits the advent of a new day one wonders: "Will this day's sun arise bright and clear, piercing the clouds, dispelling the mists, and journey forth on his run, bedecked with majesty, shedding life-cheering warmth?"

* * * *

IT would be hypocrisy to infer otherwise than that the teachers of Alberta have longed for a change of—shall we say "weather"; that long ago they arrived at the conviction that, generally speaking, the personnel of the last Legislature

lacked sound vision in education and were without sound leadership and forceful direction, or alternately, that the general following of the various party leaders were incapable of viewing our school system otherwise than as a first-class vote-catching device. Perhaps it might be more accurate and just to put it another way—with few exceptions the members acted on the assumption that educational reform is a first-class vote-losing proposition and therefore should be left religiously alone. If such be not so, how can the facts be reconciled? We are loth to believe that the intelligence of a cross-section of the members of the Legislature was inferior to that of the ordinary citizen of Alberta. Yet the ordinary citizen left unfettered to exercise his thinking machine, knew as a result of his own experience and observation that fundamental changes in the educational system, particularly on the administrative side, were long overdue; that the small two-by-four rural school district is antiquated, inefficient, wasteful, almost stupid; that the pupil whose lot it is to be dependent on the rural school often with short terms, constant change of teacher, and constant factional strife has inflicted on him a life-long disadvantage; that education in the school should be more closely related to life; that in numberless cases anything but educational considerations predominate in the government (sic) of such schools; that the present set-up of rural school boards makes prostitutes of the spirit of education, of government and business procedure. Members of the Government knew these things thoroughly, and so did the members of the Legislature, much better than did the average citizen. They made no secret of this knowledge in general conversation. They hesitated not at all in agreeing that the defenseless and ignominious position of the teacher—hireable and fireable without recourse at the whim and caprice of school boards often ignorant, malicious, petty and self-interested; his job secured on the "Dutch auction" principle, the lowest bidder securing it—this inequity is a primary aid to lack of respect for education and the teaching profession, and a barrier against progress of pupils in school work, against good government and character training, against proper respect for authority. They knew it was against public polity, against genuine British freedom and tradition for teachers to be denied the full rights of citizenship, free to participate as conscience led them in social, political or religious activities. They knew that the Hon. Perren E. Baker was on the right track in attempting to create a larger unit of administration for educational purposes: that with all their imperfections his education bills could be drastically amended and then adopted, resulting in benefit to the boys and girls of Alberta. They knew of the difficulties attendant upon educational reform, and that it was their bounden duty to lead the citizens to an appreciation of the necessity for change; that they must get wholeheartedly behind the Minister or, if they considered him incapable of making his projected reforms register with themselves or with the public, to go ahead anyway. But what did they do in any constructive way?—Absolutely nothing! Instead, they listened to the ominous growls emitted at the hurly-burly (historically so) trustees' convention at Lethbridge, and (mistakenly,



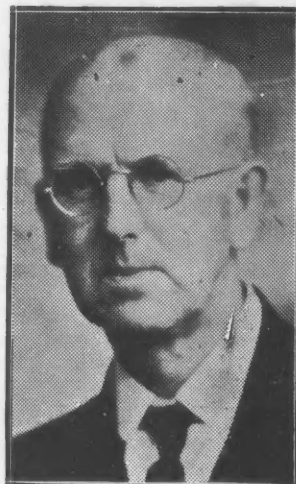
R. E. ANSLEY, M.L.A., Leduc

Teachers to the Fore!

....

*Some of the Newly-elected
Teacher Members*

....



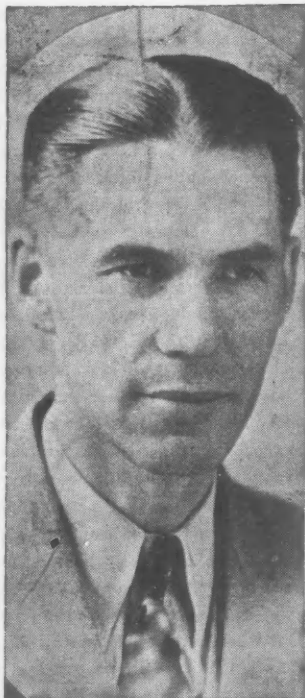
E. A. DUKE, M.L.A.,
Rocky Mountain



PREMIER WM. ABERHART
Minister of Education



JAMES M. POPIL, M.L.A.
Sturgeon



N. E. TANNER, M.L.A., Cardston



WM. TOMYN, M.L.A., Whitford



S. O. LOW, M.L.A., Warner

we think) accepted these growls as a criterion of the attitude of the public. They just balanced the pros and cons of the measure as a vote-gaining or as a vote-losing proposition. Then they chucked the bills into the garbage can.

A TRUE democracy must abide by the principle of responsible government: that is to say, once a party is elected to office the government should proceed to prepare bills in harmony with the mandate given by the electors. Then the legislators should conclude whether the proposed legislation is in accord with the mandate and at the same time contributory to justice and the public weal. Is it not a contradiction of responsibility for those in power to govern by what might be called indirect plebiscite? Is not a government shirking responsibility when it introduces a bill, then waits and waits until it is considered politically expedient to enact it, to watch the signs of the Zodiac, and if they indicate that the voters like not the "odor" of the proposals, just drop them as if they were hot coals? This is not consistent with the spirit of good statesmanship: it is not responsible government; it is "politics" coupled with a derogatory adjective. It is the way whereby those succeeding to power during the French Revolution aspired to remain in power: instead of governing they allowed the mobs to govern them. And sooner or later they "sneezed into the sack."

* * * *

OF course, we are not competent to express opinions on other departments of government than education. It may be that the same experience prevailed, and that a similar story could be told by others informed with respect to such other departments than education. True statesmanship must run the risk of offending minorities at all times, sometimes even of running counter to the will of majorities. It impels uncompromisingly the determination to forge ahead with policies known to be right and proper and leave time, experience and honest judgment to vindicate the representatives of the people elected and vested with the responsibility to carry on in the name of and for the good of the body politic. Nobody—not even their best friends—conscientiously believe otherwise than that short shrift must be the lot of legislators who are procrastinating, timid and "unready". Ineptness when there is danger of the ship sinking or running on the rocks ensures that danger becomes an actuality.

May the new Administration march breast forward, in the earnest prayer of all sincere educationists!

* * * *

ROUGH JUSTICE

"The wheel is come full circle; I am here."—

King Lear, V:iii:176

THE revenges of time are crude, comprehensive and thorough. A few brief months ago the teaching body of Alberta appeared to be a political orphan. The exclusion of the University faculty from political life had been ratified by the Legislature in defiance of protest from many sides. A measure for the full professional establishment of the Alberta Teachers' Association, backed by an overwhelming vote of the teachers themselves, had been "damned with

faint praise" from all sections but one of the House, disowned by the Minister of Education, mauled by honorable members who have enjoyed for many years the professional benefits which the teachers were seeking to obtain, and finally passed after its essential clauses had been deleted. These were mere pin-pricks, however, compared with the blow which fell when the Legislature stripped the teachers of the strong shield known as the Board of Reference. Under the legislation of 1934 the Board of Reference had proved to the hilt the contention of the A.T.A. that teachers were being thrown out of employment for false, trivial or irrelevant reasons, and that it had served the true interests of education by securing the reinstatement of teachers unjustly dismissed. In spite of the facts, in spite of the plea of members (whom we shall long hold in honor) that responsible legislation should be given a reasonable period of trial; in spite of the widespread dismay among the employees involved, the Board of Reference was made ineffective. Once more the teachers were back in the ranks of the hired help, carpet-baggers with no security upon which to found a home. "Far back, through creeks and inlets making . . ." It is not surprising, in the retrospect, that we find the hitherto mute, inglorious teachers stirring into political wakefulness. To the mass of common folk whose industry and ambition had been stultified by the economic deadlock, were added as a leaven the hundreds of young and mentally vigorous teachers who believed, rightly or wrongly, that their security during good service had been sacrificed to political convenience; that they themselves had, in short, been thrown to the wolves. And so when a political alternative appeared, challenging the mass of common-folk to think fundamentally about their plight, the necessary leaders, conveners or secretaries of the local study groups were ready to hand.

The sequel does not need to be told. Let it suffice to say that there are no fewer than nine teachers in the new Legislative Assembly, and that the Premier of our Province today is one who, only four months ago, shared with four hundred of his colleagues in Calgary the indignity of having his contract cancelled without the possibility of recourse to an impartial arbitrating body.

We take this, the first opportunity, of extending to Premier Aberhart the warm congratulations of the A.T.A. upon his extraordinary political achievement. That he will bring high courage and great abilities to battle with the paramount problem of distributing goods, none will doubt who know him.

* * * *

PLANNED ECONOMY

THANKS to the persistent and well-reasoned representations of local bodies, the Normal School in Edmonton is to re-open this month, and scores of young people in that City will have the opportunity of receiving teacher-training without facing the formidable costs of living away from home. With these in mind, it is difficult to be severely critical of the move. However, since we are still the only available mouthpiece for hundreds of unemployed teachers, we must take this occasion of re-stating A.T.A. policy with respect to teacher training.

The existence of a large over-supply of teachers is det-

rimental to education because ultimately it places the cheapest teachers in the schools and forces the more mature and versatile into other occupations. Economic stresses accelerate the process.

It is uneconomic for the Government to subsidize such an over-supply by expending public funds in training normal students who can only find employment by displacing experienced and maturer persons, many of whom are maintaining homes or contributing to the support of impoverished families.

* * * *

THE limitation of registration at Edmonton and Camrose to 150 students each is a useful offset to the re-opening of the third Normal School; and the increasing proportion of First-Class students proves that the opportunity of raising standards during the period of over-supply has not been lost. But the drift towards expansion will be very strong as money comes back into the country; and the Government will owe a duty of protection to the rural teachers who have held the front line of education on short pay, deferred pay or no pay at all during the past six years. When the State or the people find themselves with more money available to spend in Normal training, there will be a strong urge to utilize fully the institutions which exist for that purpose: then the introduction of a two-year course will be in order. The educational value of such a change is nowhere in dispute; it would raise very greatly the standard of academic knowledge, professional theory and practice, and personal maturity of those going out to the work of teaching. And the transition, with the shrinkage in the annual output of graduates which it would entail, can best be made during the present period of over-supply.

There is ground for belief that the five or six hundred students about to enter our Normal Schools are just five or six hundred more than the Province is likely to need in the immediate future. If such be the case, the inauguration of the Two-Year Normal Course should be planned for the Fall of 1936.

LINE ON THE SUDDEN DEATH OF DEPUTY MINISTER GORMAN

Amy H. Keane

Thou'rt gone in the season of roses,
And many the hearts that are sore,
But just as ope'd petal discloses
The gold that is hid at the core,
So plucked in thy manhood's full flower,
Ere withered by life's stormy blasts,
Fate shows the full beauty of dower
The good give to life while it lasts.

In the mists by Eternal One bidden,
The spirit that's left its life shell,
But here where it dwelt can't be hidden
The right or the wrong that befell
From day by day practice of living;
And this is the blessing untold
Thy spirit to Youth will be giving
That virtue is better than gold.

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Our Premier and Minister

Mr. Wm. Aberhart, after becoming convinced of the soundness and practicability of the Douglas system of Social Credit, undertook to popularize it some two years ago, by issuing in pamphlet form a summary of its main features and by a series of public addresses delivered during two successive summers throughout the length and breadth of the province.

Although, during the past six months his name had become widely known to the citizens of Alberta, and to a scarcely less extent to those of the adjoining provinces, it was not until the landslide of August 22nd that it flashed across the political firmament with such meteoric brilliancy as to capture the headlines in the daily press of Great Britain and America.

Now, it is not customary for a change in government in a province of an overseas dominion to be accorded such wide publicity, so one naturally looks to find some unique cause. This is readily found in the fact that the electorate gave an unmistakable mandate to a new leader to inaugurate in the province a radically different economic system—a system so new that it is not to be found outside a few text books and in the philosophy of a very few rather unorthodox economists. The basic principles of this new economic system are:

- (1) The participation by all in the cultural heritage.
- (2) The fixing of the price of commodities and services equally just to producer and consumer.
- (3) The payment of monthly basic dividends to all bona fide citizens of the province.

The functioning of these would give a sufficient mobility of credit so as to more adequately control production, distribution and consumption, while the ultimate object aimed at is the elimination of poverty in the midst of plenty. Against this new philosophy the reform of the orthodox system, as presented by the other major parties, made very little headway.

If we seek for the impetus which accounts for the sweeping victory of Social Credit it is to be found in the dynamic personality of Mr. Aberhart himself.

Among the attributes that have contributed to his successful leadership are: (1) His jovial good nature. This enables him to make contacts easily and to gain and retain innumerable friends. It also enabled him to go through a strenuous campaign with his vitality unimpaired. (2) It has always been recognized that he possessed executive

ability and organizing power far in excess of demands made upon them by his vocation. This should be an invaluable asset in his new position. (3) He visualizes his objectives clearly, makes a careful appraisal of the available means for attaining these and then pushes on indefatigably to the goal. (4) He possesses a robust constitution capable of sustaining prolonged effort, and a capacity for focussing his entire attention on the question at hand. (5) He enters upon a task with great zeal and has the faculty of imparting this same enthusiasm to others which gives to any movement with which he is associated the nature of a crusade.

The annals of his life prior to his interest in Social Credit may be briefly recorded. He was born at Seaford, Ont., on Dec. 30th, 1878, and there received his early education. A Normal School course in Hamilton was followed by a course at the Chatham Business College, from which he became a commercial specialist. For ten years he taught commercial work in Brantford. He is a graduate in Arts of Queen's University, Kingston. In 1910 he came to Calgary and has since been engaged in teaching. For the past twenty years he has been Principal of Crescent Heights High School.

Always interested in Bible study he became a recognized authority in prophetic interpretation. Shortly after coming to Calgary he organized a Bible class in Westbourne Baptist Church. Owing to its great popularity it outgrew several locations and becoming reorganized as the Prophetic Bible Conference, held Sunday

afternoon meetings for a time in the Grand Theatre. The desirability of securing a permanent home of its own led to the construction of the Prophetic Bible Institute in 1927. This building has a seating capacity for 1,200 people.

For eight years the Bible Institute has provided day and evening classes in Bible study and correlated subjects, with many students in attendance. In addition to this a radio Sunday School has been organized in connection with which 6,000 students take a correspondence course in Bible study from the Institute.

His many friends and acquaintances in the teaching profession are pleased that the new premier has taken the Portfolio of Education. This not only indicates the importance attached to education by the new administration but also assures a vigorous policy by one who has had many years' experience in administering one of the largest secondary schools in the province.



WM. ABERHART, B.A.

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Our New Deputy Minister

THE tidings of the appointment of George Frederick McNally to succeed the late G. W. Gorman as Deputy Minister of Education were received with universal acclaim by the teaching body of the province. Mr. McNally, personally known to nearly every teacher in Alberta, comes to his new office with the best of good wishes of Alberta teachers; and he may rest assured that their loyalty and affection is his. The A.T.A. finds it a pleasant privilege to welcome to the post of Deputy Minister a man who, for a generation, has served our province as an educationist. The richness of Mr. McNally's experience, coupled with a splendid and forceful personality, augurs well for the advancement of education in Alberta through these troubled times.

Like many public men who have risen to eminence and distinction, G. F. McNally was born on the farm. He claims Fredericton, New Brunswick, as his old Home Town. He received his early education in the rural schools near his home. His secondary education was taken at the Fredericton High School, from which he graduated with the Douglas silver medal in Classics. This thorough preparation was followed by an Arts course at the University of New Brunswick, from which he graduated for the degree of B.A. with first class honors in Classics. A course at the New Brunswick Normal School gave him professional equipment in the form of a Grammar School Certificate, the high schools of the province being technically known as Grammar Schools. His first teaching appointment was to the staff of Stanstead College, Stanstead, Quebec. But at the end of a year he was appointed to the staff of the Moncton High School as teacher of Classics and English; and so he returned to his native soil.

In 1906 Mr. McNally heeded the call of the West, and came to Alberta to join the staff of Strathcona High School, Edmonton. Here he was one of the first to become a member of Convocation when the University of Alberta was organized in 1908; and he was, after completing the requirements in graduate studies, admitted to the degree of Master of Arts with the first graduating class. In recognition of his outstanding ability as a teacher the Department of Education, in the fall of 1909, appointed him inspector of schools with headquarters at Wetaskiwin. His efficiency in this large district was soon to be rewarded; and in 1912 he was transferred to the City of Calgary Inspectorate. After one year here he was appointed to the principalship of the Camrose Normal School. This position he held till the fall of 1918 when he joined the inside staff of the Department of Education as Supervisor of Schools, in charge of teacher training, the Summer School, curricula, text books, and publications of the Department. This position he held until his present appointment. It must be noted

that Mr. McNally has taken extensive courses in education at Columbia University, and has completed nearly all the requirements for the degree of Doctor of Philosophy.

During Mr. McNally's tenure of office as Supervisor of Schools the Summer School has more than trebled, not only in the number of students, but in the number and variety of courses offered. Two major revisions of the curricula of both elementary and secondary schools have been undertaken; a new Normal School, the most modern and complete of its kind in Canada, has been built; and the statistics of provincial education have been brought into conformity with those in use in other provinces. A School of Education has been established at the University for the purpose of special training of high school teachers. Two sets of readers for elementary grades have been prepared; and considerable progress towards the establishment of uniformity in other texts throughout the western provinces has been made.



G. F. McNALLY
Deputy Minister of Education

For many years Mr. McNally has been an active member of the Edmonton Rotary Club, the local Canadian Club, and the Edmonton Branch of the Canadian Institute of International Affairs. He is also a member of the executive of the Canadian Education Association and chairman of its standing committee

on "Requirements for the High School Graduation Diploma."

Mr. McNally is married and has four children, the eldest of whom graduated from University at the last Convocation. His life in home and community is exemplary.

In our new Deputy Minister the Department of Education has selected a man who is recognized as one of the most outstanding authorities on elementary and secondary education in Canada today. Possessed of an affable and delightful personality, a keen sense of judgment, and a determination for fair play, the active administration of education in our province is safe and secure in his hands. His appointment brings with it a source of satisfaction to the teachers from the four corners of Alberta, and to thousands of citizens as well. Mr. McNally's cultural demeanor, his deep sense of religious conviction, and his public spirited sense of citizenship, coupled with the finest of professional qualifications, give us an ideal Deputy Minister. His remarkable ability to remember faces and names has often been a source of wonder. He has been known to attend conventions of teachers when every individual present could be called by his or her name. Thousands of teachers who have partaken of his radiant personality and friendly handshake hope that his present arduous duties will not prevent him from mingling among them at their conventions as he has done in the past.

The A.T.A. welcome Mr. McNally to his new post, and assure him of their loyal support and cooperation.

Congratulations

DR. H. C. NEWLAND Supervisor of Schools

"Learning is a scepter to some, a bauble to others."
"The confidence of ability, is ability."



DR. H. C. NEWLAND

Hubert C. Newland, M.A., LL.B., B.Ed., Ph. D., has recently mounted one step further up the ladder of promotion to that of Supervisor of Schools, the next ranking officer to the Deputy Minister. Once again we express gratification at Dr. Newland's further preferment, wishing him joy and success in his new office, feeling assured that the most suitable man has been selected for the important office. Splendid intellectual equipment, capacity for hard work, practical experience and sound unflinching judgment constitute

Dr. Newland's scepter. We follow up previous sketches of him appearing in the *A. T. A. Magazine* in 1934, when he was appointed High School Inspector, and in January, 1935, after his succeeding the late Deputy Minister Gorman as Chief Inspector of Schools, and express with conviction that the new office is honored by its being taken over by its present incumbent.

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MEET ALBERTA'S CHIEF INSPECTOR OF SCHOOLS

"I will show," said Agesilaus, "that it is not the places that grace men, but men the places."—Plutarch.

The subject of our sketch received his public school education at Hutton School, near London, Ontario. Following graduation from London Collegiate Institute and London Model School, Mr. Fuller's initial venture as a pedagogue comprised three years' fruitful contact with the little red schoolhouses of Middlesex County. Apparently convinced that the educational field was not without its attractions and compensations, our friend decided to explore its possibilities more completely. Consequently, we record his graduation from Hamilton Normal College in 1903, his principalship of Erin Continuation School for two years, and then completion of B.A. degree at Queen's University in 1908, specializing in Moderns, English and History.



E. L. FULLER, B.A., B.Paed.

The allure of the West now claimed our friend, so we find him principal of Arcola High and Public Schools, Sask., for two years, then at Victoria High School, Edmonton, for the period 1910 - 1920, the last seven years as principal.

Broader horizons again beckoned and the subsequent years find our educationist "on the outside of the schools looking in" as Inspector, first of Public Schools, Wetaskiwin and Wainwright, 1920 - 1927, then High School Inspector 1927 - 1935, and finally, July, 1935, Chief Inspector of Schools for Alberta.

In 1922 Mr. Fuller had obtained his B.Paed. from the University of Toronto, and had served as a member of the Canadian Committee on Modern Languages, 1924 - 1927.

That his educational background and experience has fitted Mr. Fuller for the post as Chief Inspector is very evident. That his character and personality will enable him to grace this high office his many friends throughout the province will attest.

The main hobby of our Chief Inspector is flower culture, and his residence in Garneau, Edmonton, is one of the city's beauty spots. (We suspect, however, that Mrs. Fuller is more than the better half in this phase of their happy partnership.)

The A.T.A. membership takes this opportunity of extending felicitations to Mr. Fuller as he enters upon the duties of his new position, and assures the Chief Inspector of its fullest co-operation with a view of enhancing the enviable status already attained by Education in the Province of Alberta.

D. M. SULLIVAN, M.A. Inspector of High Schools



D. M. SULLIVAN, M.A.

born, of Scotch and Irish parentage, in Perth, County Lanark, Ontario. He graduated from the Perth Public School in 1903, earning the medal for heading the county in the Entrance Examination. Four years later he graduated from the Perth Collegiate Institute and entered Model School to train for a teacher, which career he pursued for three years. His undergraduate work was taken at McMaster University, Toronto, where he specialized in Classics, winning scholarships in Greek and French. Post graduate courses were taken in Chicago and Alberta.

Mr. Sullivan is a graduate of the Calgary Normal School, and besides experience in rural and village schools of Saskatchewan and Alberta he was for fourteen years Classics master in Medicine Hat High School, serving as principal of that institution for eleven years of the time.

Prior to his present appointment Mr. Sullivan was Public School Inspector at High River, Edmonton, and Camrose. At High River his outstanding achievement was the inauguration of the Turner Valley merger, the first experiment of its kind in Alberta, in which he was associated closely with the late Deputy Minister Geo. W. Gorman, who initiated and directed the experiment.

Mr. Sullivan took over his new duties September first,

High School Inspector D. M. Sullivan takes the place of E. L. Fuller, who has been elevated to the post of Chief Inspector who, in turn, succeeds Dr. Newland, now Supervisor of Schools. We wish for Mr. Sullivan every happiness in his work. He is known as exceptionally able, of strong though quiet personality, and thoroughly in touch with high school work, so much so that one is justified in voicing the opinion—"Just the man for the job."

Ten years before the close of the nineteenth century David Malcolm Sullivan was

and will have jurisdiction over high schools in the south of the province, with his headquarters at Calgary. He is married and has four children.

VICE-PRESIDENT OF THE A.T.A. BECOMES INSPECTOR



H. A. KOSTASH, B.A.
Athabasca Inspectorate

Of the educationists of the Province to whom congratulations from us are extended in this issue, none are tendered with more hearty satisfaction than those to Harry Kostash, B.A., Vice-President of the A.T.A., who has been appointed Inspector of Schools, with Athabasca as his centre. Those who know Harry intimately are satisfied that the Department of Education has chosen wisely in giving preferment to one long-experienced, hard-working, successful teacher with real capacity for leadership, and just as unassuming as he is competent in school and forward-looking in educational thought and professional affairs outside the classroom. The A.T.A. must needs forego his official connection with us and lose his companionship and sound counsel in A.T.A. meetings, but since he enters another field of educational service we wish him God-speed and success, feeling confident he will therein parallel his past record.

Inspector Kostash just missed being Canadian born; he came to Canada in 1900 when a year old. His parents settled on a farm near Vegreville and he started school life in a rural school, later attending the Vegreville Public and High Schools, securing his Grade XII standing in 1917. One year in Normal gave him his first-class certificate, but he was not content with just Grade XII and entered the University of Alberta in 1918 after one and a half years' teaching in rural schools. He worked his way through University by teaching summer schools year by year until in 1920 he graduated with a B.A. degree. He became principal of the Smoky Lake school in 1921, principal of the Hafford (Sask.) school in 1923, and since 1923 up to the time of his appointment to the Inspectoral staff, he served as principal at Willingdon.

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Always enthusiastic in his profession he was elected on two occasions as a member of the Executive of the Northern Alberta High School Teachers' Convention, was twice the successful candidate for election as representative for Northern Alberta on the Provincial Executive of the A.T.A., and this year he headed the poll for the Vice-Presidency.

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G. F. HOLLINSHEAD, B. Sc.
Barrhead Inspectorate



L. A. WALKER, B.A.
Grande Prairie Inspectorate



T. F. HAMILTON, B. Sc.
Lamont Inspectorate



L. B. YULE, B.A.
Vegreville Inspectorate

OXFORD UNIVERSITY STAFF PROTESTS RESTRICTIONS ON TEACHERS

The following letter appeared in *The New Statesman and Nation* of April 6, 1935, under the heading "Teachers and Politics":
Sir:

The undersigned members of the staffs of Oxford University and of Oxford Colleges desire to place on record their view that it is highly undesirable that Universities, Schools, or other teaching institutions should seek to place any restriction upon the political activities of teachers in either national or municipal affairs. It is, in their opinion, of the greatest importance both that the electors should be free to choose their representatives from the widest possible range of candidates, without professional or occupational exclusion, and that teachers, unless and until it can be shown that such activity is detrimental to the performance of duties they have undertaken, should play an active part in all those aspects of public life which have to do with educational and social welfare.

Accordingly, the undersigned strongly urge the authorities of all schools or other educational institutions which at present forbid members of their teaching staff to become parliamentary or municipal candidates, to withdraw their prohibition, and to follow rather the practice of such Universities as Oxford and Cambridge, the Education Committee of the County of London and of other Boroughs, the foundations of Eton, Harrow and Winchester, and of several of the best known girls' public schools—in which the signatories understand no ban is imposed.

A. J. Ayer; I. I. Bowen; A. Barratt Brown; C. V. Butler; E. F. Carritt; E. S. Cartwright; G. E. F. Chilver; G. D. H. Cole; R. H. S. Crossman; D. Crowfoot; D. H. S. Davis; J. Orr Ewing; B. E. Gwyer; Grace E. Hadow; R. F. Harrod; C. Hill; E. M. Hugh Jones; M. L. Lee; R. G. C. Levens; M. D. R. Leys; K. B. McFarlane; D. Lane Poole; Chaim Babinovitch; D. Skilbeck; P. C. Gordon-Walker; Ivy Williams; E. L. Yorke; J. Z. Young.

Children don't have to be taught
that

ECD Ice
Cream

IS GOOD
THEY KNOW IT!

Annual Convention of the Canadian Teachers' Federation

CHATEAU LAURIER, OTTAWA, AUGUST 6-10, 1935

ON THE JOB!



LEFT:

C. N. Crutchfield, Shawinigan Falls, Que.
(Sec.-Treasurer, C.T.F.)
E. J. Thorlakson, Alberta.
Gordon G. Harman, Alberta.
John W. Barnett, Alberta.
E. J. Alexander, New Brunswick.
Miss A. Pearl Ross, New Brunswick.
R. J. Love, New Brunswick.
W. L. Barbeau, Nova Scotia.
A. N. Macdonald, Nova Scotia.
H. V. Corkum, Nova Scotia,
(2nd Vice-President, elect).

STANDING:

Miss Alice Lavie, Prince Edward Island.
Miss Bessie MacLeod, Prince Ed. Is.
Normand MacDonald, Prince Ed. Is.
D. S. Fuller, Ontario.
Miss L. A. Dobson, Ontario.
N. W. McCallum, Ontario.

RIGHT:

J. R. Mackay, Saskatoon, President.
J. R. Mitchell, British Columbia.
H. K. Bearstow, British Columbia,
(1st Vice-President, elect).
G. M. Churchill, Manitoba.
Miss C. Parkson, Manitoba.
W. G. Oliver, Manitoba,
(2nd Vice-President).
Miss Jessie Norris, Quebec,
(Vice-President—President, elect).
G. H. Heslam, Quebec.
Miss D. Sievwright, Quebec.

THE Canadian Teachers' Federation Convention assembled at the Chateau Laurier, Ottawa, August 6th, 7th, 8th, 9th and 10th. This convention is composed of three teachers from each province, thus giving equal representation on the three main committees as well as in the general conference. In this way there is a wonderful opportunity to obtain news and the views of teachers from coast to coast. The Alberta representatives were: G. G. Harman, E. J. Thorlakson, and J. W. Barnett.

The keynote of our welcome to Ottawa was that Ottawa belongs to every citizen of Canada, and particularly to those responsible for the education of its youth. We had a feeling that for a time at least it was our privilege to reside at the heart of Canada, giving our loyalty a warmer glow and increasing our pride in this young virile nation with opportunities equal to or better than those of any other nation of the world. This feeling is particularly experienced as one stands on Parliament Hill.

We had to consider not only twelve provincial reports on the year's activities in the several affiliated organizations of the C. T. F., but an equal number of special reports as well. This meant busy sessions throughout the day, as well as extra sessions two evenings until 11.30. While reams could be written on the material contained in these reports a relatively small space will be necessary to enumerate what we were able to do with them. Suffice it to refer to a few of the most outstanding points.

Statutory Membership in Saskatchewan

The greatest accomplishment reported for the year was in Saskatchewan, where the status of the teaching profession was materially raised by a law establishing statutory membership, i.e., unless by written request to the department of education, teachers automatically become members of the

Saskatchewan Teachers' Federation, the Inspectorate being the unit of representation and authorized to send a representative to the Central Council of the Federation. Since the membership is 7,300 one can readily see the potential influence for good to the teaching profession. The first step will be to have a full-time Secretary again, who will assist teachers materially both in securing positions and in collecting salaries and salary arrears. Money should also be available for improving their magazine, now existing in bulletin form, and that old bug-bear of securing members and membership fees will be done away with, thus giving the Federation full scope to deal with things purely of professional value. Don't think for one minute that the teachers were forced into this. When given an opportunity of voting beforehand they voted over 90 per cent in favor of it. The Alberta teachers also voted 98 per cent in favor of statutory membership, and while unable to secure legislation supporting it are very hopeful of securing it in the near future.

Tenure Set-back

Alberta delegates regretted to have to report serious set-backs with relation to continuity of contracts, security of tenure and virtual repeal of the Board of Reference. The hope was expressed that a change of administration (which they felt certain was in the offing) would rectify recent legislative and administrative wrongs imposed on the teachers of Alberta.

Salary to be Stated

Saskatchewan and Manitoba have secured legislation requiring salary to be stated when advertising positions, thus placing the competition on a basis of professional merit rather than on an unprofessional one of underbidding.

Internal Publicity

Internal publicity, i.e., keeping teachers informed of

events throughout Canada of particular interest to teachers, is to receive further financial support from the C. T. F. again this year, under the direction of Mr. E. K. Marshall of Winnipeg. He is empowered to spend more money for magazines, and also to double his mailing list. Last year teachers, through the provincial teachers' magazines, benefited greatly from this material which was culled from twelve daily and forty weekly newspapers and thirty monthly magazines.

Bureau of Research

The Bureau of Research set up last year is to be continued, collaborating with the Education Branch of the Dominion Bureau of Statistics. Mr. H. C. Charlesworth is trying to secure a grant from the Carnegie fund for this purpose.

Education Week

Education Week, a signal success last year, is to be held again in 1936—the middle or last of February.

* * *

Other projects, too, are under consideration, such as a report on Sick Pay, and on the Correlation of Subjects.

Other matters brought up at the Conference may be noted in passing:

1. An over-supply of teachers in every province of the Dominion. Some Normal Schools closed and others reduced in maximum numbers or students permitted to enroll, in an effort to check the swelling tide of unemployed teachers.

2. A larger unit of Administration is necessary to ensure more adequate educational facilities for the smaller units now existing.

3. The advisability of some form of Federal assistance, in order to assure all young Canadians of equal educational facilities, so that they would not be victims of depressions, crop failures, etc., was introduced by the President. It was discussed but it was feared that such a plan might be linked with a very undesirable Federal control.

The outstanding item was one which was not on the original programme—a luncheon by Premier Bennett. He proved the perfect host, meeting us for the time being on the common ground of the teaching profession, since he was a teacher at the beginning of his career. His words of wisdom are quoted below, with due apologies to him for any errors or omissions:

"The obligations of a teacher are much greater in a new country such as Canada. There is a crying need for a more educated democracy, because in the attitude of mind of our youth lies our hope for the future. We must teach them to support and maintain duly constituted authority and law, rather than to oppose and destroy. Teachers are not the only ones whom the public are prone to criticize and tell just how the job should be done. Most teachers are somewhat in doubt as to the best way of doing anything in the classroom, but there are many outside the profession, who perhaps haven't been inside a school room since graduation—if they graduated—who are positive about the best way to do everything in the school. On the other hand, fair and constructive criticism is helpful to all, and we must be able to take it without too much worry, since what has been, has been, and we should ever look forward to new objectives, while benefitting from our past mistakes. The problem of the teacher today is much more than merely imparting knowledge—his greatest duty is to teach how to live in a very complex world forever changing. Fortunately for us, however, human nature remains the same and has probably changed but little, if any, since ancient times. This gives the earnest teacher an opportunity to find out by observation and study, more and more about human nature and

how to cope successfully with it. Cling to your ideals—inculcate high ideals in the boys and girls entrusted to your afforded of planting a seed, a thought, an idea, in some future great man or woman."

Two very strong resolutions were passed by the convention: One condemning the trend to take away citizenship rights from the teachers, particularly in the light of action by the Board of Governors of the University of Alberta; the action of the Regina School Board re Mr. M. J. Coldwell; and the action of the Calgary School Board last summer. The second strong resolution was a protest against the degrading position of teachers in the rural districts throughout Canada, with special reference to salaries below the Minimum paid to unskilled workers, irregularity in withholding salary, devices for lowering the Minimum Salary of teachers in the way of refunds, extortionate rents for teacherages, etc.

In addition to the reports of the eleven federated teachers' organizations, the following specialized reports were given as indicated:

1. Research Bureau—J. R. Mitchel, B.C. Teachers' Federation.
2. Canadian Education Week—C. N. Crutchfield, Secretary, C. T. F.
3. Publicity—E. K. Marshall, General Secretary, Manitoba Teachers' Federation.
4. A Living Wage for Teachers—L. F. Titus, Secretary, Saskatchewan Teachers' Federation.
5. Retarded Pupils and Courses Suitable to Them—Miss B. I. Jamieson, N.B.
6. National Teachers' Magazine—G. M. Churchill, Manitoba Teachers' Federation.
7. Salaries—Nova Scotia Teachers' Union.
8. Objectives of Education and Character Development—Ontario Secondary School Teachers' Federation.
9. The Citizen Teacher—E. J. Thorlakson, A.T.A.
10. Incorporation of C. T. F.—J. W. Barnett, General Secretary, A.T.A.
11. Present Day Trends in Education—H. B. King, Technical Adviser on Finance, B.C. Teachers' Federation.
12. World Federation of Education Associations—H. Charlesworth, General Secretary, B.C. Teachers' Federation.
13. C. T. F. Publicity Department—J. W. Barnett, General Secretary, A.T.A.

For the first time in history, the Prime Minister of Canada, acting in that capacity, formally appeared before the Convention and welcomed the delegates. Touch was also secured with officials of the Dominion Bureau of Statistics. Three officials of that Department (including Mr. Coats, the Director), appeared before and addressed the Convention. It is hoped that full co-operation with the teachers of Canada will develop, and that some appropriation will be made by the Research Council of Canada, to be devoted to research in education. With these aims in prospect it was thought advisable and tentatively agreed to hold the conference in Ottawa again next year.

New Executive

Following is the Executive of the C. T. F. elected for the current year: **President**—Miss Jessie M. Norris, P.Q.; **1st Vice-President**—Mr. James R. Mitchell, B.C.; **2nd Vice-President**—Mr. H. V. Corkum, Nova Scotia; **Past President**—Mr. James R. MacKay, Sask.; **Sec.-Treas.**—Mr. C. N. Crutchfield, Shawinigan Falls, Que.

The World Outside

MISS M. B. MOORE, M.A.

MISS R. J. COUTTS

Canada

The new strain of wheat has passed tests as to its rust-resisting qualities. The Superintendent of the University of Manitoba farm thing further tests may be necessary before it can be pronounced impregnable to rust. Its milling qualities have yet to be put to the proof.

* * * * *

Aug. 24—The League of Nations Society in Canada announces a Conference of the Churches throughout the Dominion on the Italian threat of war, will be held in Toronto during the next week or ten days.

Archbishop J. McGuigan, of Toronto, is expected to represent the Roman Catholic Church. The United Church has appointed a committee to co-operate.

* * * * *

Canadian delegation to Geneva consists of Lieut.-Col. J. H. Woods, Editor of The Calgary Herald; Prof. Edouard Montpetit, University of Montreal; Miss Winnifred Kydd, Dean of Women, Queen's University. The delegation will receive expert advice from Dr. W. H. Riddell, permanent representative at Geneva, and from A. Reve, of the Department of External Affairs, Ottawa.

* * * * *

Before the middle of August Ft. Churchill opened its harbor to the season's commerce. A greatly increased number of vessels are expected to take this northern route now that insurance rates are lowered.

* * * * *

The second woman and the first Conservative woman to receive appointment to the Canadian senate is Mrs. Iva Campbell Fallis. Mrs. Fallis has for years been active political organizations in her province, Ontario.

* * * * *

U.S.A.

A Neutrality Bill authorizes Pres. Roosevelt to place an embargo on loans and arms shipments to either one or both sides of a conflict. The Bill as drafted also takes steps to avoid embroilment of American citizens and shipping in a foreign conflict.

* * * * *

In the name of the workers of America, the Executive Council of the American Federation of Labor sends a plea to the White House, asking the President to redouble efforts to avert an Italian-Ethiopian war.

* * * * *

Congress passes the Social Security Bill. It provides for pensions of \$30 per month for needy persons when they reach 65. Also for contributory old age annuities ranging from \$10 to \$85 per month depending on wages and length of service, paid at retirement at 65—financed by a payroll tax shared equally by employer and employee.

The Bill encourages state unemployment insurance by the grant of a Federal subsidy to help such states as inaugurate it. Federal subsidies are also granted to help care for the needy blind, for dependent and crippled children—on a 50-50 basis of assistance to one-third.

* * * * *

The Co-operative Association of Missouri distributes petrol, motor tires and similar commodities. Six months ago it adopted a five-year plan for expansion, which has to date resulted in a 31% increase in its sales. Encouraged by its

success in the distributive business, it has decided to open a wholesale grocery department to supply the 76 co-operative stores of Kansas and Missouri, which could be served conveniently from the Association's headquarters at Kansas City.

* * * * *

Geneva

The League of Nations has convoked the Council officially for Sept. 4, to resume consideration of the Italo-Ethiopian dispute.

Arthur Henderson, President of the Disarmament Conference, has called the steering committee together at that time to see if there is a genuine desire to resume disarmament efforts. It is reported that should the answer be negative—he will resign.

* * * * *

Though opposed by all employers' representatives, with the exception of those from Italy and the United States, the International Labor Organization of the League of Nations has adopted a 40-hour working week. This convention is to apply initially to five industries, namely—public works undertaken or subsidized by government, iron and steel industries, building and contracting, glass bottles manufacture, coal mines.

* * * * *

The League of Nations' Labor Office at Geneva has reported that unemployment in the greater nations has not improved during the past year. World unemployment still totals something like 20,000,000 souls.

* * * * *

Walt Disney, world famous creator of Mickey Mouse and the Silly Symphonies, has been awarded the gold medal by the League of Nations, for the creation of cinema material most helpful to international understanding.

The proposal that Mickey Mouse be used as the emblem to be placed on an international flag for children will be formally voted on at the session of the League of Nations in September.

* * * * *

Japan

Anjo district in Japan is the Denmark of the Orient. Agricultural co-operation is there 80 per cent strong. Through their co-ops. they purchase fertilizer, and city goods from their co-op. stores. They market their products through

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* * * *

France

Repeated riots in France protest the government economy program. Incipient general strikes in France's big ocean liners worry the government. The Minister of Marine is informed that the crews of 12 vessels will not accept reduced pay envelopes.

Renewed rioting of the shipyard workers at Toulon has determined the government to launch a considerable program of radical measures to promote economic recovery—as a means of staying the rising tide of discontent and unrest. The government is relying on a public works program, calling for the immediate expenditure of 2,000,000,000 francs to relieve the unemployment and pacify the people.

Premier Laval of France has issued warning that should the public fail to support the plans towards recovery, then a dictatorship would follow the present scheme. Such terms are given at the dictation of the bank of France.

* * * *

Germany

Activities against the Nationalist Socialist party and its organization will be regarded as treason against the people, and will be punished by death under the new criminal code.

Dr. Schacht has ordered the set-up of price supervising offices to stop the mounting price rise. The supervisors are instructed to watch most closely the development and to prevent all infractions of price orders, and every rise in prices that infringes on justice.

* * * *

Russia

At the opening session of the 15th International Physiological Congress in Leningrad, Aug. 9, Ivan Parloff, eminent

scientist, declared war to be a bestial method of solving life's difficulties, beneath the dignity of the human mind. "I am happy," he said, "that the government of my mighty fatherland is struggling for peace and desires not an inch of foreign land."

Moscow.—Four boys ranging from 12 to 15 years, formerly street urchins, adopted by the air corps, were given on Aug. 10 pilot licenses and began preparations for a flight without adult company, from Moscow to the Crimea, a distance of 1250 miles.

* * * *

London, Eng.

By a vote of 76 to 37, London County Council granted married women the right to be employed as teachers and doctors. The ban on married women was decreed by the Council in 1923. Now it is lifted.

A London despatch says—"That should the National Government be returned to power in Great Britain it will attempt action with a view to world monetary stabilization, on a basis of comparative prices—not on gold."

* * * *

Greater Britain

The new India Bill received final approval of the British House of Commons during the first week of August.

Arrangements for elections are begun and for the formation of new legislatures in India as early as possible in 1936.

The law requires that British officials under the Federation aid in furthering the education of the Indian in the art of home rule, with a view to the extension of native responsibility and control in government.

Until half the Indian states decide to join the All-Indian Federation, it will not replace the existing centralized government in India. The British administration is confident that the early formation of the new regime will be achieved.

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(Please PRINT name and address clearly.)

6535

Are We Around the Corner?

Prepared by Calgary Teachers' Publicity Committee

"Teachers as a group, through reduced or delayed pay, have undoubtedly borne a heavy part of the sacrifice involved in keeping the schools open."—A quotation from "Canada" published by the Dominion Bureau of Statistics.

INDIGNITY AND INJUSTICE

1. In February, 1935, the Calgary Board voted down a resolution that they bargain collectively with their employees with respect to a proposed salary schedule.

2. The board exploded a bombshell in Calgary in May, when they announced dismissal collectively of every member of their teaching staff and obligated each teacher individually to make application in writing seeking re-engagement. Such action necessarily places each and every teacher under a cloud of apprehension and uncertainty.

3. Teachers of Alberta, BEWARE. This is the direct result of repeal of protective legislation during the last session of the Legislature.

Are Teachers to be Impoverished?

"The teacher has already suffered severely in Canada in these depression years. Teachers all across Canada are working for salaries wholly disproportionate to the importance of their profession. In many cases they—educated men and women—are making less than persons employed at menial tasks. Some of them in country districts are working for nothing better than their board. If a school board is not prepared to pay adequate salaries to its teachers, it may be too much to expect that it will get adequate service in return."—Editorial, *Regina Leader-Post*, Mar. 19.

Contrast this editorial with those in certain leading Alberta newspapers.

Recovery in Prices is Evident

According to the most recent monthly letter of the Royal Bank of Canada, since the beginning of 1932 farm prices have advanced by more than 50 per cent. in Canada and by more than 75 per cent. in the United States. Throughout 1933 and 1934 the rise was rapid and reasonably consistent other than during a brief period in the Autumn following harvest. Throughout the early part of the year 1935 the same trend is being maintained, and within the past few months the price of good cattle has almost doubled in the United States and increased by 30 per cent. in Canada. It therefore seems a reasonable thing to expect that school boards will find financing much easier and teachers may reasonably expect a certain restoration of cuts in salaries.

—Canadian Teachers' Federation.

Municipal Finances

We referred ten days ago to two rural municipalities in Manitoba with all debts paid and a cash balance in one case of \$20,000 and in the other \$36,000. The number of these is increasing. We also note in other daily papers that rural municipalities in other parts of Canada have very much the same story. In one we note assets of \$24,000, no debts, all bills paid, and \$4,635 in the bank, and we further note that the four teachers in that town receive a total of \$3,817. In a number of such cases in Manitoba investigation is being undertaken to ascertain to what extent this good municipal financial situation is due to excessive reductions in teachers' salaries. A cursory study indicates that by pressure upon school boards, rural teachers have been forced during the past three or four years to take reductions averaging in some municipalities as high as 60 per cent. Little wonder, then, that municipal finances improved.

—Canadian Teachers' Federation.

Investigate your own Municipality.

Advantage Taken

"There are some school districts in the Province that have adopted sweatshop conditions. They have taken advantage of conditions elsewhere to whittle down on teachers' salaries. I do not think they are members of this Organization, but it is the duty of the school board to pay teachers according to the ability of the district to pay," said Mr. R. H. Heane, President of the Saskatchewan School Trustees' Association, in his presidential remarks at the recent Convention of that body.

—Canadian Teachers' Federation.

Is this true of Alberta?

Manitoba

Medial Salary for all Schools:

1925	1932	1934-35
\$900	\$750	\$500-\$550

48.8 per cent. of teachers receiving \$500 or less.

British Columbia

Average Salary for Rural Schools:

1931	1932	1933	1934
\$1105	\$1050	\$980	\$890

Saskatchewan

Overdue Salaries amount to some \$600,000, redeemable only by respective municipalities in payment of taxes.

—Canadian Teachers' Federation.

What value the Promissory Note?

Flash!

RICHMOND, Va., 1850 — "The market for slaves is rather dull and prices a little lower, but it will be only for a few days.

No. 1 Men, \$800-\$850; boys, 15 to 18, \$700-\$800.

No. 1 Girls, 16 to 21, \$675-\$700; girls, 13 to 15, \$525-\$650.

No. 1 Woman and 1 Child, \$725-\$750.

No. 1 Woman and 2 Children, \$850-\$900."

—Canadian Teachers' Federation.

We make no comment; we dare not.

Schools are Cheaper

In 1913 education in Canada cost 54 millions.

In 1931 education in Canada cost 140 millions.

Apparent increase, 160 per cent.

BUT the Dollar index had moved up from 66.0 in 1913 to 89.6 in 1931 (1926-100).

In terms of what we buy every day the increase was really only 91 per cent.;

BUT—

Enrolment had increased 50 per cent.;

Average daily attendance had increased 86 per cent.;

School year had lengthened 10 teaching days;

Secondary grade enrolment had increased 200 per cent.;

And secondary education costs twice as much as primary education.

Conclusion: If the distribution by grades in 1931 had been the same as in 1913 the cost now would have been only 90 per cent. of what it was then.

CONSIDER ALSO—

1. Higher standards of professional and academic training of teachers;

2. Teachers stay longer in profession;

3. Improved equipment and buildings;

4. Improvements made in courses offered.

Even though 57,659 more pupils attended school in 1932 than in 1931, the cost was \$22,071,445 less.

The startling conclusion is that a day's schooling was really cheaper in 1931 than in 1913.

Salary Trends

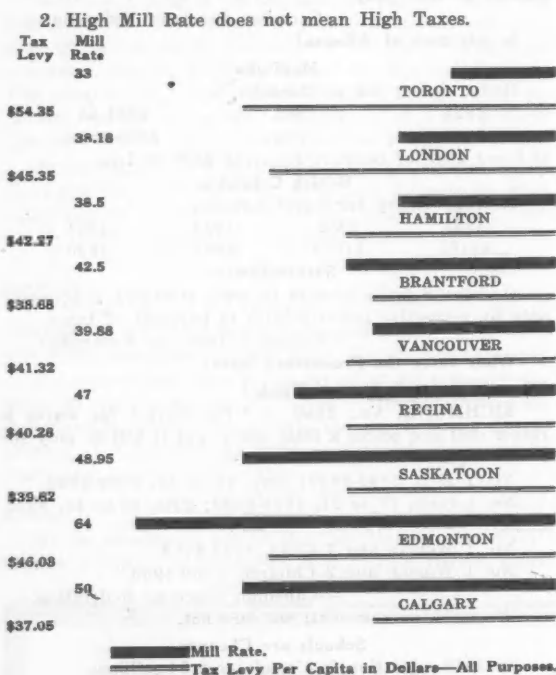
The general salary trend across Canada is in favor of a restoration or of no further reductions. Here are some examples:

The railways have restored 2 per cent. of their cut and 3 per cent. more will be restored within 1935.

Teachers in Kingston, Ontario, have since January, 1934, regained half of their 10 per cent. cut.

Teachers of St. John, N.B., have had their complete cut restored, January, 1935.

NOTE I:—Mill Rate and Lévy in Dollars bear no relation-ship except in the eyes of those biased or ignorant.



NOTE II:—The Mill Rate for school purposes compared with the Mill Rate for general purposes does not necessarily give an indication of the relative expenditures of school board and city council. Certain cities own their own utilities—gas, electric light and power, street railway, telephone system, etc. In such cases these utilities are neither assessed nor taxed for school purposes; but the earnings are all applied to City Council funds. This means that the School Board Mill Rate is raised considerably and the general mill rate lowered correspondingly.

The City of Edmonton is a case in point. In 1934 the mill rate was 64—25.25 to meet the School Board levy, the other 38.75 for general purposes. The school board levy was \$1,250,000. But the earnings of the utilities amounted to \$876,904. Had this \$876,904 been divided equitably between school board and city council, the school board would have been able to finance on a much lower mill rate than 25.25.

Costs of Schooling

According to the Dominion Bureau of Statistics, schooling costs about 13 per cent. of the total outlay required in rearing the average Canadian child. Here are figures:

Food	\$1,550.00
Clothing	800.00
Housing	2,050.00
Health, recreational and social costs	600.00
Total without schooling	\$5,000.00
Schooling	750.00
Total with schooling	\$5,750.00

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Levy per Capita for Education

The treasurers of the following cities have provided us with figures from which we calculate the levy per capita for education.

1. Saskatoon, \$18.84; 2. Edmonton, \$18.18; 3. Toronto, \$16.63; 4. London, \$15.88; 5. Regina, \$15.85; 6. Calgary, \$15.27; 7. Hamilton, \$14.88; 8. Brantford, \$12.18; 9. Vancouver, \$10.59.

Figure for yourself how many music lessons one can purchase for a child for \$15.00, and you get a fair idea of the value received under our modern public school system.

It will be interesting, too, to calculate the per capita cost of education in your district.

Of Interest to Teachers

by Clericus

Yes, it really is true that blackberries are green when they're red.

* * *

Have you arranged yet to pay your A.T.A. fees the "painless way"? Just sign the printed form offered you in quadruplicate by the agent who solicits your membership dues. The school board, on being notified by the A.T.A. withholds a small monthly deduction from your pay-cheque. The Department of Education withholds the requisite amount of the Government Grant due to the school district and hands it over to the A.T.A. Quite simple, isn't it?

* * *

The following paragraphs we take from *The Moscow News*. It is interesting to note what advanced educational ideas come from a country just entering into machine age production. If our factories were only allowed to run full-blast for a few months we should have the material basis to make similar educational advances.

Throughout the USSR this is the "children's hour". Film festivals, chess and checker tournaments, swimming meets, sports contests, special theatrical and concert events are among the activities arranged in Moscow, Leningrad and other communities for the spring school recess which has just started. The Soviet press, which always devotes considerable space to the affairs of the younger generation, is outdoing itself in "covering" the program. Well it may, for this is a school vacation without precedent, and one which is expected to set the pace for the future. It offers a challenge to various educational institutions, from the Commissariat of Education to the Komsomol (Young Communists) and Pioneer organizations. To them has been entrusted the duty of making certain that the children would be kept off the streets and that the extra-curricular activities of the schools instead of stopping when lessons did would actually increase. "Interesting and healthy" is the keynote of the recess.

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The Moscow program, which other communities are following to the extent of their facilities, does not stop short at the festivals, tournaments, meets and contests already noted. Especially significant, in the light of the recent decree setting forth the desirability of increasing the use of school headquarters is the transformation of Moscow schools into "day sanitariums" for 30,000 children and into health restaurants serving 140,000 daily during the 10-day period. Other thousands of youngsters have been sent to regular camps and rest homes. Another phase of the activities which seem especially valuable are the consultations which the older children are having with noted scientists, professors, artists, cinema and theater executives to assist them in making their choice of a vocation.

* * *

What is Education?

The following editorial copied from a recent edition of the *Toronto Star Weekly* seems to give an answer to questions we have often asked ourselves.

Toronto was visited recently by educationists from all over the province who not only made a large number of assertions, but asked a large number of intriguing questions. One wanted to know what good the study of parallel lines is to a girl who is going to marry, and where comes in the usefulness of many another subject in later life. And it is really hard to say. Yet may it not be that many of these subjects are like the bones on which the young puppy sharpens his teeth; or (to adopt a less objectionable simile) like the exercises which a man takes to improve his general physical condition? Why should he lie on his back and kick his toes in the air when this accomplishment is to be of no use to him later? The answer is, of course, that it gives a tone to his system and a strength to his muscles which fit him the better for his everyday tasks. Education is like

that. In later life the equality of the angles at the base of an isosceles triangle may not matter, but the mind-exercise involved in such a problem is not unimportant.

If education teaches young men and young women how to think and how (metaphorically) to dig, it achieves a great and beneficial result. If it teaches them to read books understandingly, that is far more vital than if it merely teaches them to remember something they read while at school, or something some professor told them, although that, too, may be useful.

One speaker at the convention in Toronto suggested that education would be improved, however, if it were more practical, if it taught students when not to buy gold stocks and all that sort of thing. To such a contention the answer is that the knowledge in question seems to be beyond human ken. If the great financiers of the world were lined up to-day and pledged to a frank confession of the bad buys they have made that looked so fine when they made them—if they were pledged to such a confession and made it publicly and without reserve, the world would be astonished.

* * *

So it appears we are doing something worth-while after all. Let us never lose sight of the fact that we are doing a worth-while man-sized job.

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OUTLINES FOR SEPTEMBER AND OCTOBER

(Through the courtesy of the Calgary Public School Board)

GRADE I September

Reading

Choose your own beginning reader and build your own vocabulary to suit.

Suggested September vocabulary: stand, sit, book, cat, dog, flower, take, door, chair, window, bring, me, the, one, two, three, four, fun, walk, jump, five, can, I, see, red, green, blue, yellow, to, a, black, white, sing, bow, hop, play, march.

Black-board reading should be used largely involving sentence reading of familiar vocabulary. Much action work. Care in allowing no word-saying here will do much to ensure good reading later. Rhyme matching with printed tickets should be started in this month. Teaching vocabulary in print will facilitate early book use; but writing or a combination of writing and print, seems to give equal results at a later stage. If pre-primer or easy primer is used, it can be placed in the pupils' hands during this month.

October

Sight Words: These should now be chosen with the first reader to be used in view. Pupils should have from forty to sixty words before books are put into their hands, unless some easy pre-primer is used. Books should be used in all classes by October 15th, except possibly in the case of a very retarded C Class. Daily blackboard reading, word drill, and flash card drill. Rhyme matching becomes a necessary part of vocabulary building now.

Phonics

Formal phonics may be begun this month where teachers favour this method of instruction. Some progressive order of phonic sounds should be planned and followed.

Language

September

Aim at clear-cut complete single sentences. Use concrete objects available for practice in expressing thought. Informal conversational lessons correlated with Hygiene, Nature Study, or Citizenship give a wide scope for material.

The units of study under Social Studies can be correlated with Art and Hand Work and with Citizenship. (See "Social Studies in Primary Grades," Storm, and 1932-33 "Western Educator.")

Suggested Material:

Stories: The Three Bears; Little Red Hen. **Dramatization** of parts of these; also of nursery rhymes taught for memory. **Pictures:** Show many action pictures leading the child to observe keenly. **Social Studies:** The Home Unit—members of home; activities at home.

October

Aim at securing complete statement about some concrete object presented to the child. Then try to develop sentences about concrete objects not present; i.e., some objects at home, down town, on the street, on the playground, etc.

Material: Correlate always with Hygiene, Nature Study and Citizenship.

Games: For correct use of *May I, Can I, No, Yes.*

Pictures: Continue study of available action pictures.

Dramatization: Any of the rhymes taught during the month. Parts, or the entire story, of any study taken during the month.

Stories: The Old Woman and her Pigs; The Pig Brother; Little Red House with no Doors. Other stories related to fall subjects.

Social Studies: The Home Unit: Games and fun, pets, duties.

Memorization

September

Jack and Jill; Little Bo Peep; Jack Be Nimble; Mix a Pancake.

October

Polly Flinders, Simple Simon, Tom Tinker's Dog, Little Robin Redbreast, Two Little Blackbirds.

Hygiene

September

Personal Cleanliness. Preparatory Talks for visits of nurse, dentist and doctor.

October

Personal habits of cleanliness: hands, nails, body, teeth, clothing. The nurse as an aid.

Citizenship

September

Courtesy in the schoolroom; the playground; the assembling and dismissal; etc.

October

Kindness and politeness to others. Proper care of pencils, school readers. Responsibility for schoolroom, playground, etc.

Arithmetic

September

Recognizing groups of objects—2, 3, 4, 5; e.g., desks, pupils, windows, etc. Counting of objects of various kinds to 10 as general requirements and situations of the class give opportunity. Number rhymes.

October

Easy recognition of small groups of objects. Terms—larger, smaller; more, less; few, fewer. Counting to 31—making the monthly calendar. Recognition of symbols to 12.

Nature Study

September

The sun and its light and heat for us and for plant life. Weather conditions; preparation for calendar. The beautiful out-doors in which to play, sky, colors, clouds, lights by day and night, cloud formations. Bouquets of garden flowers for school and home; arrangement.

October

Weather changes; preparation for winter, leaves, seeds, and how they are scattered.

GRADE II

Reading and Literature

September

(a) Phonic and Phrase Drill (monthly). How to use "contents" in Readers. (b) **Reading:** (1) The Fisherman and His Wife. (2) The Goose that Laid the Golden Egg. (3) The Mouse and the Lion. (4) Supplementary Reader. (c) **Literature and Memorization:** (1) The Swing. (2) Boats Sail on the Rivers. (d) **Stories for Telling:** (1) Epaminondas. (2) The Shoemaker and the Elves.

October

(a) **Reading:** (1) Morning Hymn. (2) A New Game. (3) In a Minute. (4) Wolf! Wolf! (5) Supplementary Reader. (b) **Literature and Memorization:** (1) Autumn Fires. (2) The Wind, by C. Rossetti. (c) **Stories for Telling:** (1) Raggylug. (2) The Cat and the Parrot.

Language

September

A. Suggested Oral Topics: Fun I had in the Holidays. Wild Flowers Still in Bloom. Our Garden. The Wheat. Review the use of saw, did, isn't, didn't, wasn't.

B. Review and give daily practice in the single written sentence, drilling on capitals and periods.

C. Vocabulary Building: Review ee, oo, sh, nk, ng, ck, ch, and tch.

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October

A. Oral Topics: What the Milkman Does. How to Help Mother. Games I Like to Play. Our Sports Day. Aim at two connected sentences in oral work, without **and**.

B. Single sentences to be written following oral work. Copying sentences from the blackboard.

C. Vocabulary Building: wh, th, v, x, y, z, and double consonants such as ff, tt, ss, etc., qu.

Spelling**September to December**

Teach the words from the first term list in the Course of Studies, taking four or five words a day, according to difficulty, for the first four days of the week. On Friday review the words studied that week. Teach two or three phonic families a week. The following list is suggested:

at, an, ad, ap, am, and, ast, et, en, ed, end, it, in, ip, ot, od, op, ut, un, ind, ild, ee, oo, old, ow (cow), ck, ea (read), sh, ay, ou (out), or, ch, ar, oa (coat), ai, wa, ew, ow (window), ce (nice), er, ir, ur.

An alternative suggestion is to spend the entire month of September on phonic families, starting in October with the word list, and continuing phonic spelling.

Arithmetic**References:**

"First Steps in Teaching Numbers," Clark, Otis & Hatton. "Teaching Arithmetic in the Primary Grades," Morton.

September

Review combinations and separations to 10 and carry addition endings into the tens and twenties.

4	4	7	5	5
0	10	3	13	4
—	—	—	—	—
				24

Column addition to 29 with not more than 6 or 7 addends involving the above endings as: $8+5+3+2+6+4=$

Use of signs, \div , $-$ and $=$, with occasional use of such questions as $13 \div 4 = 7$. Counting from 100 to 200 by 1's, involving practice in, one less and one more, what comes before, after. Simple oral problems involving use of pupil's number knowledge. Understanding of Arithmetical terms: add, subtract, addition, subtraction, minus, less, remainder.

October

Continue practice in Grade I addition endings applied in the tens and twenties. Column addition to 29. Give attention to the zero. Separations involving reverse of all additions learned, as,

18	27	11	?
-3	-7	?	5
—	—	—	—
		18	26

Counting from 200 to 500 by 1's. Teach foot and inch with practice in use. Count by 5's to 25, and 10's to 50. Recognize different Canadian coins. Roman numerals, I-XII. Spelling of numbers, 1-12. Continue varied oral problems.

Citizenship**September**

First Week: Salutations to teacher and other pupils. Group Conduct—taking proper turn in speech and action—courtesy to others—quiet speech and natural movement in the school.

Second Week: Care of own desk and contents, cloakroom, seat work and general materials. Emphasize order. Places for things known and kept by pupils. Impress need for co-operation if room is to be kept in proper manner. Conversations on order at home.

Third Week: Procedure when visitors enter the room. Assembly and dismissal. Saluting the flag. Conduct in halls and basement of school. Courtesy to other teachers.

Fourth Week: Discussions of games. Behavior in playground. Conduct towards others. Sharing equipment and leadership in games. Arouse interest in keeping grounds tidy.

October

First Week: Talks on punctuality based on home experiences. Need for cleanliness because of self and other class members. Dramatization: "Getting ready for dinner—

putting on bib or apron to keep clothes clean." "Arriving home from school—changing to play clothes," etc., etc.

Second Week: Tidying up yards, gardens, etc.; also clearance of toy-boxes, bookshelves, etc. Use doll's house for demonstration lessons in this. Groups may be in charge of doll's house week and week about.

Third Week: Storage of fruits, vegetables, grain, etc. Talks on harvesting—use illustrations and dramatizations. Teach animal habits in this regard. Show need for care of food, avoidance of wasting it, etc. Emphasize orderliness, etc. Begin a schoolroom plan of saving money for Christmas use.

Fourth Week: Talks and dramatization on preparations for winter. Use child's home experiences and habits of animals as examples. Show results of non-preparation in good times, in case of need. Talks on thrift.

Nature Study**September**

1. Talks based on out-of-doors, holiday experiences of children; e.g., lakes, mountains, summer resorts, the country.
2. General observation study of the names and characteristics of at least five blooming autumn plants; e.g., golden rod, painted cup, aster, sunflower, fireweed.

3. Make a collection of seeds from five different kinds of plants. These should be preserved in envelopes or vials for future use.

4. The Moon—new moon, full moon, old moon. Have children draw and color pictures.

The position of the sun at nine, four and twelve.

October

1. Characteristics of the season and the effect of these on: (a) Activities of Mother and Father—contrast town and country. The Harvest. Bonfires—cleaning yards, etc. (b) Fall sports. (c) Out-of-doors generally; e.g., grain fields, coloring, winter coats of animals, leaves falling, birds flocking, etc.

2. Collect and press ten varieties of leaves. Suitable stories.

Physiology and Hygiene**September—2nd Week**

Health: (a) What it means to be healthy at work, at play, at home or in school. (b) Necessity of forming good health habits—as eating of proper foods, keeping clean, taking proper rest, outdoor play.

3rd Week: Weight. (a) Talks on proper diet. (b) Why a child is underweight. (c) How to remedy it.

4th Week: What we can do to have good health. (a) Drink plenty of milk and water. (b) Eat fresh fruit and vegetables. (c) Get sufficient rest and sleep. (d) Get plenty of outdoor play. (e) Wear suitable clothing.

October: 1st Week

Cleanliness—Child should come to school with clean hands, face, and nails; hair combed; clean clothing and with a clean handkerchief.

2nd Week: Story—The Pig Brother.

3rd Week: Sleep—(a) We need sleep to rest our bodies to help our growth. (b) We should be in bed at seven o'clock and get eleven or twelve hours' sleep.

4th Week: Clothing—(a) We should wear clothing that is suitable for the weather. (b) We should remove our rubbers, or overshoes, and our heavy sweaters in school or at home. (c) Clean our shoes before entering the house.

GRADE III**Reading and Literature**

Reading and Literature go hand in hand. Enjoyment and appreciation followed by dramatization and memorization is the desired end in this grade.

The mechanics should be pretty well mastered by the time the pupils reach Grade III, but drill on the more difficult vowel and consonant combinations will be found necessary. Review phonics if the pupils stumble.

Word drill and silent reading should always precede oral reading lessons.

A. Silent Reading:

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B. Dramatization: Use supplementary as well as the Third Reader. "Play Awhile" is good.

September:

Silent—Weighing an Elephant. The Sunflower. **Oral**—Belling the Cat. Farewell to the Farm. Alice in Wonderland. **Story Telling**—The Frog Prince. **Memory**—The Elf and the Doormouse. The Golden Rod. The Maple. **Dramatization**—The Elf and the Dormouse.

October

Silent—James Watt and the Tea-Kettle. Lord Nelson. **Oral**—Jack-o'-Lantern. Squirrel Wisdom. Harvest Song. **Story Telling**—The House in the Woods. **Memory**—The Sleepy Man. The Hayloft. The Duel. **Dramatization**—Mercury and the Woodman.

Language

(a) After the letter is taught there should be weekly practice. (b) Two stories a month at least should be dramatized.

September

(a) **Oral**—What I do on Saturday; Rules for politeness; When I grow up; Good-bye Summer; My pet.

(b) **Formal**—Review use of capitals. Review statement and question with punctuation. Oral and written drill on use of a and an; is and are; saw and seen; did and done.

October

(a) **Oral**—Autumn; The Wind at Work; Hallowe'en; Jack-o'-Lantern; A Ride on the Escalator.

(b) **Formal**—Abbreviations for months and days, street, avenue, Alberta and Canada. Drill, oral and written, on give, gave; come, came; gone, went; those, them; was, were.

(c) **Vocabulary Building**—Practice in prefixing dis and us. Teach opposite as: happy, unhappy; like, dislike, etc.

Spelling

First Term: First two weeks in September—Review Grade II spelling, paying attention to difficult words only.

Last two weeks of September and October—Teach words assigned for the first term.

November and December—Supplementary list to the end of words of 1.6 value.

Review all words taught during the fall term. Keep a record of the words the class finds difficult, in order to review in May or June.

Arithmetic

References: "Number Highways"—Book III; "Clark, Otis and Hatton"—Book I.

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September

1. Review combinations to 20. 2. Drill on 2 and 3 column addition. No carrying figures to be put down. 3. Review separations to 20. Terms—sum and difference. 4. Review Arabic notation to 1000 and Roman notation to 12, and practice changing figures to words and vice versa. 5. Problems, oral and written.

October

1. Teach addition in currency. 2. Teach subtraction with borrowing. No borrowing figures should appear on books. 3. Counting by 2's. 4. Teach Arabic notation to 25,000 and Roman notation to 25. 5. Problems in addition and subtraction, making changes.

Geography

September

1. Injurious insects of the district—how and when they work. (House fly, mosquito, grasshopper, cutworm, cabbage butterfly, Colorado potato beetle, forest tent caterpillar). 2. Beneficial insects of the district—lady-bug, dragon fly, bumble bee, honey bee, flies which destroy injurious insects. 3. Study of hill and valley introducing the term slope, foot and summit. Advantages and disadvantages of hilly land, and overcoming of obstacles. (Roads built around steep hills, grading of roads, lands too hilly to cultivate, sunny southern slope, view of surrounding country from house on hill). 4. Study of mountains introducing terms—peak, range and pass. Value of mountains to people of Alberta—mines, forests, source of water for rivers, pleasure resorts. Travelling in mountains—railways through passes and tunnels, automobile roads, pack horses and mules, mountain climbing, toboggan slides, ski-ing.

October

1. Story of a river introducing the terms—source, current, river valley, right and left bank, divide, tributary, sediment, rapids and falls, mouth. Uses of rivers—irrigation, floating of logs, power, fishing, transportation, source of drinking water. 2. Sloughs and lakes—formation and use—nesting places for birds, fishing, bathing, transportation, drinking water, etc. 3. Exports and imports of district. (Use wheat as a starting point, but do not use the terms exports and imports.) 4. The ocean—depth; size; where salt in ocean comes from; value of ocean—source of water for clouds, influence on climate, trade, highway, fisheries.

Citizenship

September: Form a Safety Club.

Rules: (a) Why we have them—what would happen without them—obedience and respect to authority—parents, teachers, city officials, etc. (b) Street Rules: right and left side—crossing corners (refer to pledge cards of Board of Trade.) (c) Stories: 1. Wise Men of Gotham. 2. First Golden Rod—Children's Hour. 3. The Bell of Justice. 4. Dr. Wilfred T. Grenfel.

October

(a) Laws—Why we have them—why printed—who makes laws for the community—responsibility of each child. (b) Humane Society. (c) Stories: 1. The Tongue Cut Sparrow. 2. Saving the Birds ("Famous People," Baldwin.) 3. The Dog of Flanders. 4. Florence Nightingale. (d) Thanksgiving Day, connected with harvesting.

Nature Study

September

See "Course of Studies," pp. 19-23. Additional suggestions: Seed dissemination—maple—dandelions, aster, thistles, goldenrods—burrs, spear-grass. Collection showing roots, flowers, seed.

Flowers—dandelion, hare-bell, goldenrod, wild aster. black-eyed susans, thistle, Indian paint-brush.

October

Stress harvest as culmination of year's work.

Hygiene

September

The Home—cheerfulness, kindliness. A child's part in the hygiene of the home. Personal cleanliness at the home and school.

October

Foods—their use, care, variety, etc. Fruits and vegetables.

GRADE IV

Reading and Literature

In silent reading aim for increased speed. In oral reading smoothness and expression of whole to be the aim. In literature help pupils to build up mental pictures—to visualize. In memorization memorize selections after careful study as literature; develop in pupils an effective method of

memorizing by attention to ideas, pictures, rhymes, to length of assignment and to reviews.

Note: Minimum of work only is suggested.

September

Silent Reading—The Three Minstrels. Tom, the Water-baby. **Oral Reading**—Shoemaker and the Elves. Walrus and Carpenter. **Literature**—Golden Windows. Fairies of Caldon Low. **Memory Work**—September. "It was pleasant walking." **Story**—The Death of Baldur.

October

Silent Reading—Story of the McIntosh Red. The Beavers. **Oral Reading**—The Frost. Columbus and the Egg. **Literature**—Michael. The Inchcape Rock. **Memory Work**—Indian Summer (Canadian Poetry Book). "Now down the rushing stream." (Tom, the Water-Baby). **Story**—How Odin Lost His Eye.

Language and Composition

The aims of this grade are: (a) To teach the pupil to gather ideas before he speaks or writes. (b) To enlarge and improve his vocabulary. (c) To give practice in speaking and writing the simple sentences.

September

A. Oral—Three or four distinct simple sentences on a given topic. **B. Written**—Same work as oral, in paragraph form, with attention to indentation, capitals and endings. Encourage fluency. **C. Systematic Corrections**—Use errors in examples. (This will be part of every month's work.)

October

Continue September Outline. **B. Formal lesson** on use of the apostrophe.

Spelling

Note: Lists should be made by each teacher of ordinary words misspelled by pupils in written exercises. It is recommended that the words on these lists be treated as part of the Spelling Course for the class.

September

Review Grade III List. Teach spelling of Memory Work Selections assigned for this month. Drill class in phonetic words.

October

First 70 words in Course—First Term List. Memory Work Spelling.

Arithmetic

Work in the mechanical operations is the main feature of the work in Arithmetic in this grade.

September

Review addition and subtraction, checks in addition and subtraction. Teach notation to hundreds of thousands, reading and writing numbers. Problems using dollars and cents, pint, quart, gallon, etc. Review multiplication and division by 2, 3, 4, 5, and 6.

October

Continue problems, oral and written. Stress rapid addition and subtraction. Review multiplication and division by 7, 8, 9, and 10.

Nature Study

September and October

Animals useful to man—Domestic: Cow, horse, sheep, pig.

Individual projects: Collection of seeds. Collection of leaves; e.g., Balm of Gilead, Manitoba Maple, Russian Poplar, Birch, Fir, Prairie Rose, Wild Currant, Willow.

Correlate Art and Nature Study.

Recognition Study: Ability to recognize the following plants and flowers: goldenrod, purple aster, bergamont, fire weed, giant hyssop, Indian paint brush, dahlia, pansy, sweet pea, aster. Ability to recognize weeds common to the locality; e.g., French weed, tumbling mustard, lamb's quarters, shepherd's purse, false flax, Russian thistle, tumble weed, wild oats, wild barley. Plant bulbs and put in dark place. Climatic conditions—clouds, dew, frost. Harvesting of garden vegetables.

September

Geography

1. Meaning of scale; map (plan) of own desk and class room; map of school grounds; map of community showing roads, pupils' homes, etc. 2. Advantages and disadvantages of the district—amount of rainfall, hail, effects of chinook wind, distance from railways, sources of water supply, nature of soil. 3. Foods eaten in different season—sources of apples, peaches, strawberries, grapes, oranges, etc. Storage of vegetables, preserving of fruit. Seasonal occupations of the people.

October

1. Migration of birds of district. 2. Preparation of animals of district for winter—gopher, rabbit, toad, field mice,



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muskrat, beaver, bat. 3. Salmon fisheries of British Columbia: (a) life history of the salmon, (b) methods of capturing salmon, (c) visit to a salmon cannery. 4. Sunny California: (a) the orange groves, (b) the Redwood Empire, (c) the land of the movies.

Citizenship and History Talks

September and October

Public Safety—Safety First rules for home, school and street, (bicycles, autos), fires (forest, prairie, buildings). **Public Health**—Red Cross Club may be formed.

Hallowe'en—Conduct towards others in celebration of it. "Do unto others as you would they should do unto you." Early Days in Alberta.

Hygiene

September

The Home—cheerfulness, kindness, sunshine, ventilation, few carpets, airing bed clothes and night-robes, sweeping—with as little dust as possible, dusting cloth moistened with oil or water, washing before touching food.

October

Fresh Fruits and Vegetables—kinds to have; when to eat various kinds; thorough washing of such foods as: apples, cherries, strawberries, lettuce, celery, cress; no eating of overripe fruit or fruit too green; substitutes for fresh fruit: dried fruits, prunes, apricots, dates, figs, raisins.

GRADE V

Reading and Literature

September

Oral Reading—Work or Play. **Silent Reading**—Robinson Crusoe. **Literature**—The Song My Paddle Sings. **Story Telling**—The Frog and the Ox. The Fox and the Grapes.

October

Oral Reading—A Life of Fear. Jacques Cartier. **Silent Reading**—Miraculous Pitcher. **Literature**—Jacques Cartier. **Story Telling**—The Dog and his Shadow. The Cow and the Pitcher. The Lion and the Mouse.

Memory Work

September

From "Hiawatha"—Longfellow. "Young and beautiful was Wabun . . . heaven." The Indian Corn Planter—Canadian Poetry Book. Kitchener—Fourth Reader. Vagabond Song—Bliss Carman.

October

The Canadian Boat Song—Reader. The West Wind—Masefield. Stevenson's Birthday—Poems Every Child Should Know. When the World was Young—Temple.

Language and Composition

The aims in this grade are: (a) To teach pupils to recognize the main idea in any group of ideas. (b) To teach the simple paragraph.

Since the new work for Grade V is "Paragraph Work" this should be commenced early in the term and continued throughout the year. In September some hero, such as Jason, Roland, etc., should be selected as interesting to the class and suitable alike for paragraph work, teaching of continuity, selecting of interesting matter and the beginning of the word list for the year.

Another important division of this subject is vocabulary work. With this end in view, there should be regular and intelligent use of the dictionary and systematic sentence practice both oral and written, with words which have created their own interest for children.

In all oral Composition common errors should be cor-

rected as they occur. Such errors as are given on Page 71 of the "Course of Studies" should also receive attention.

Children should be taught from the first to criticize their own work and should be given some easy standard such as the samples given on page 72 of the "Course of Studies."

Oral Composition should occupy about two-thirds of the time and written Composition the other one-third. In the written paragraph teach indentation and capitalized title. Quotation marks will be required for direct narration in written dramatization.

Owing to the nature of the work, there will be a great similarity each month—the paragraph—but it should increase in difficulty.

For suggested exercises see "Course of Studies," Part I, page 70. Also "Learning to Speak and Write," Book II, pages 14-16, 21, 25-15, 26, 30, 34-11, 40-11, 41 to 43, 44-1, 45-4, 47-2, 47-7, 49-9, 49 to 51.

Spelling

In addition to words found in the "Course of Studies" and in the Speller pupils should gradually become familiar with words used in Geography, Citizenship, etc., providing the spelling of them is not beyond the scope of the pupils. If it is at all possible, teach such words in the spelling lesson immediately following the Geography or other lessons, in which they were introduced. Give dictation exercises from Reader, also sentences built up by introducing words from the different subjects.

Note: Lists should be made by each teacher of ordinary words misspelled by pupils in written exercises. It is recommended that the words on these lists be treated as part of the Spelling course for the class.

September

Review Grade IV list. Teach spelling of common words found in Memory Work selections. Teach use of apostrophe.

October

First 80 words in Course—First term. Words from Memory Selection. Words from other subjects, the spelling of which is needed to answer questions.

Geography

September

The earth as a whole—position of North and South poles, equator, parallels of latitude, meridians, interpretation of map features, location, names and comparative sizes of continents and oceans, the ocean as a barrier, the zones.

October

Project on plant and animal life of zones.

History

Some of the qualities which should be magnified in the mind of the pupil at this stage are: self-respect, personal honor, a sense of justice, courage that avoids bravado, the right use of leisure time. This can be brought about by the use of suitable stories, either read or told. The formal teaching of history is not required.

September

Stories related to Indian life on the plains before the white man took possession of them—stories of hunting the buffalo, of Indian ceremonies, of hunting, canoeing, migrating.

October and November

Stories of adventures of early explorers; e.g., La Verendrye and his sons, Radisson and Grosseilliers, Hearne, Alexander Mackenzie, etc.

Citizenship

September

Self-respect as exhibited in care for personal appearance, desire to stand well in the opinion of others, pride in carrying through a task with credit.

Illustrations and incidents used in teaching should be kept as closely as possible to the experiences and ideas of pupils of the grade.

October

Right use of leisure time—Suggested topics: "Our Public Library," "Scrap Books of Various Kinds," "Collections."

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Arithmetic

In this grade continue the development in speed and accuracy in the four simple rules. In bills and accounts stress neatness, systematic form and accuracy. Give practice in all statements in problems and encourage pupils to think for themselves and to show originality in written solutions. Keep all problems and exercises as practical as possible.

September

1. Review work of previous grade. 2. Teach Table of Capacity—Reduction, ascending and descending. 3. Problems on Table.

October

1. Weights of grains and vegetables—oats, wheat, barley, flax, rye, potatoes, etc. 2. Linear measure—reduction and problems on these tables as with tables in September. 3. The thermometer.

Physiology and Hygiene

In this grade the main object is to teach the child to care for his or her body in an intelligent manner—to show the "Why" of health practices, and to develop good health habits.

September

The Skeleton: 1. Importance of skeleton. 2. The skull. 3. The trunk. 4. The limbs.

October

The Bones: 1. Structure of bone. 2. Bone-building foods. 3. Importance of correct posture. 4. Review.

GRADE VI

Reading and Literature

September

Literature—The Wrestling Match. The Maple. **Memorization**—Choice of: O Canada! Twilight Song. Last Rose of Summer. After the War. **Oral Reading**—The Wrestling Match. **Silent Reading**—Gulliver in Giant Land. Tecumseh and the Eagles. **Story Telling**—Perseus.

October

Literature—The Lark at the Diggings. **Memorization**—Choice of: After School. Splendor of the Days. Flanders Fields. The Value of Time. **Oral Reading**—Lark at the Diggings. The Ships of St. John. **Silent Reading**—Hunting with a Camera. The Oasis. **Story Telling**—Hercules.

Language and Composition

Composition in Grade VI centres around the Topic Sentence and the Business Letter. Practice should be given in eliminating all ideas which are neither pertinent nor interesting.

September

Paragraphs—Oral and written. (a) Thought work and judging—Text, page 56. (b) Paragraph structure. Topic—topic sentences, etc. Special attention paid to length of paragraphs—about six sentences.

October

A. Review of friendly letter. B. Paragraph work as a letter. C. Language work for enlarging vocabulary, and better sentence structure. Text, pages 64 to 69; 81 to 86; 100.

Grammar

September

The Sentence—Suggested exercises: (1) Distinguish a sentence from a group of words. (2) Combination of simple sentences. (3) Kinds of sentences—Statement, Question, Command, Exclamation.

October

Subject and Predicate—Suggested exercises: (1) Supplying, (a) Subjects, (b) Predicates. (2) Selecting both subject and predicate from sentences starting with the statement and followed by asking and commanding sentences.

Spelling

September

(a) Review difficult words from Grade V. (b) 65 words—first term—"afterwards" to "instead"—(Course).

October

65 words: (a) 26 words—first term—"marble" to "spirit". (b) 39 words—Demons—"ache" to "heard".

Geography

In this grade the pupils are expected to become familiar with the most important geographical facts relating to their own province and their native land. They then use this knowledge as the basis for comparative study of other regions in North and South America. Special stress is laid upon the study of natural regions, as this gives a better idea of life relations because it emphasizes the geography that

controls man's activities. It is highly imperative that pains be taken to see that pupils learn the proper use of the texts and the maps, pictures and diagrams contained therein. All teachers should undertake some project work with this grade. For the guidance of teachers a list of features which all pupils should be able to locate is placed at the end of each section.

September

Dominion of Canada—1. Area. 2. Population. 3. Position. 4. Canadian Cordillera.

October

5. Great Central Plain; position, three prairie steppes, Peace and Mackenzie rivers, Saskatchewan river, climate, agriculture, mining, minor industries. 6. Canadian Shield: shape, size, boundaries, work of glaciers, wonderful mineral wealth, source of supply of newspaper, paper, power, fur trading, agriculture in Clay Belt.

History and Civics

References: See "Course of Studies"; "The March of History"—Book I, McDougall Educational Company; "The House of History"—The First Story, Nelson; "The Days of Chivalry," The Headway Histories, Clarke, Irwin Company; "Foundations of History"—Book C, Nelson; "Piers Plowman Histories"; "Romance of the Prairie Provinces"—Burt; "Our Dominion"—Stories of Pathfinders, Ryerson Press; "Our Dominion"—Stories of Adventure, Ryerson Press.

September

Early Mediaeval Times—Saxon Times—Picture the village life, surrounded by farm lands and waste ground, etc. Each rural community sufficient for its simple needs. The abbey or monastery the centre of such culture as there was. Relate in story form linking up community conditions with the child life of the period.

King Alfred—The country ravished, almost conquered by the Danes. Their defeat and peaceful settlement. Alfred's attention to his people's needs: (a) Defence—fleet of ships. (b) Education—schools, books translated into the language of the people, forming the beginning of English History, of English Literature and the nucleus of a library. (c) Justice to the poor. (d) Alfred—the ideal citizen—seeks not personal power by extension of his domain through conquest, but devotes himself unreservedly to the welfare of his people of Wessex. The stories told indicate a character wise, practical, gifted in music and song, friendly, good-humored and with much personal charm.

Harold—the Last of the Saxons—His vigor in suppressing his brother's revolt. His able defence of his realm. (Battle of Hastings.)

Canute—Read Chapter VI—"The Story of the British People." The Vikings—Read, in Green's "History of the English People," the letter which Canute wrote after 12 years of rule, to his English subjects. "Canute's one rule was to win the love of his people." Contact with his other kingdoms brought England more into touch with continental countries, hence progress in trade and industry.

Hereward the Wake—The Champion of the Saxons against the Norman Conqueror. His title—The Wake—significant. His giant strength. His dauntless daring—legendary stories to illustrate. Ely.

October

Feudal Organization: (a) The King. (b) The Barons—subject to the king. The king controls all the land and parcels it out to the barons who must do him service in return, and who exact services from villeins and serfs. See Chapter X, "History of British People."

William I—Doomsday Book. New Forest. Norman castles built, but their locality subject to his will. Norman Castles—Note their contrast to Hall of Cedric the Saxon. A similar contrast between the Norman barons and Saxon earls. The Norman, some generations of culture. The Saxon, crude but with the simple, rugged strength of the Teuton. The Norman a ruling caste imposed on the Saxon and finally absorbed by the Saxon. Wamba in "Ivanhoe"—Read for conditions of Saxon serf.

Robinhood—Typifies the Saxon deposed—Is the foe of the oppressor, the friend of the oppressed.

Arithmetic

Aims: (a) To increase speed without sacrificing accuracy in all mechanical work. (b) To secure a mastery of vulgar fractions.

September

Review definite number facts taken in preceding grades; also Bills and Accounts.

October

Review denominate quantities and areas. Variety of application in problems.

Nature Study

September and October

1. Collection of one group or one project as in "Course of Studies," Part II, page 32. Detailed study of two of the following fall plants: goldenrod, aster, sunflower, tumbling mustard, sweet pea. 3. One of these birds: prairie chicken, duck, hawk, flicker. 4. One animal: e.g., weasel, fox or muskrat.

Hygiene

September

Review Grade V Hygiene.

October 1st to November 15th

Digestion—four lessons. Section 1—two lessons. Section 2, and Care of the Mechanism—two lessons.

GRADE VII

Reading and Literature

Fall Term—(September, October and November.)

1. **Literature:** 1. A Hymn for Canada. 2. All else in the World. 3. Alexander Selkirk. 4. Solitude of Alexander Selkirk. 5. Belshazzar's Feast.

2. During Canadian Book Week, stress Canadian Literature.

3. Selections for correlation with History: Literature—Columbus Discovers Land. Silent Reading—The Revenge. Oral Reading—The Revenge, by Tennyson.

4. **Memory Selections**—(minimum of three): 1. A Hymn for Canada. 2. The Corn Husker. 3. If. 4. David's Lament (II Samuel I:17-27). 5. The Vagabond Song. 6. In Apple Time (Carman). 7. Dickens in Camp (Bret Harte).

5. **Armistice Day:** 1. Oral Reading—For Remembrance. 2. Silent Reading—Let Us Now Praise, etc. 3. Memorization—Recall in Flanders Fields.

Language and Composition

September

1. Business Letter—two types; e.g., arrange for a baseball game. Notify post office of change of address.

2. The Sentence—Aim to establish the "Sentence Sense" and to add interest and variety by enlarging the sentence with the aid of sentence helpers—such as "when," "which," "who" and "that." These may later be correlated with the Grammar course, when studying the complex sentence.

3. The Paragraph—Study one of the arrangements of sentences discussed in "Learning to Speak and Write," (pages 111-113). Find examples of this arrangement in the readers and elsewhere. Assemble original sentences and arrange them.

October

1. Business Letters—two types; e.g., make reservation for hotel accommodation, order school equipment.

2. The Topic Sentence—Relate this to last month's arrangement of sentences.

3. The Descriptive Paragraph—Study the paragraph and comments given in the text, pages 113 to 116. Stress arrangement of sentences. Topics for written work are given in the text.

(Suggestion: Make a special study of the "key-word" in the topic sentence and the "tone" of the paragraph as a whole; e.g., Autumn is the **busiest** season of the year. The sentences which follow should each contribute to the feeling suggested by the key-word "busiest" in the topic sentence.)

4. Punctuation—The period and the comma.

Grammar

September

Study of simple sentences: (1) Definition. (2) Kinds: Assertive, Interrogative, Imperative.

October

Detailed Analysis: (1) Subject. (2) Enlargement of subject—word, phrase. (3) Predicate. (4) Enlargement of Predicate—word, phrase.

Spelling

Note: Lists should be made by each teacher of ordinary words mis-spelled by pupils in written exercises. It is re-

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commended that the words on these lists be treated as part of the Spelling course for the class.

September

(a) Review difficult words of Grade V and Grade VI.
(b) Words from Memory Work.

October

(a) First Term Words — about 50 — (Course). (b) Words often confused—4 pairs each week. (See Course, page 116). (c) New words from other subjects.

History and Civics

September

Feudal England. 1066-1485.

(a) Anglo-Saxon and Norman feudalism. (b) Events leading up to Peasants' Revolt. (c) Towns—origin and rise to self-government. (d) Gilds—development of, and control by. (e) Abuses in Mediaeval Church—John Wyclif.

October

Tudor England. 1485-1603.

(a) Wars of the Roses—their effect. (b) Henry VII and his policy. (c) The Reformation—Luther, Wolsey. (d) Dissolution of Monasteries. (e) The Church under, (1) Edward VI, (2) Mary, (3) Elizabeth. (f) Mary, Queen of Scots. (g) The Armada. (h) Economic Changes. (i) Discovery and Exploration.

Geography

September

Europe as a whole. 1. Advantageous position. 2. Irregular coast line. 3. Surface features. 4. Rivers. 5. People.

October

Europe as a whole (continued). 6. Agriculture. 7. Forest Resources. 8. Mineral Resources. 9. Fisheries. 10. Manufacturing. Study of Norway, Sweden and Denmark.

Arithmetic

September

Review of Grade VI work.

October

Decimals—Reading and writing, changing decimals to fractions, etc., addition and subtraction with problems.

Physiology and Hygiene

September: The Nervous System—

(a) No attempt should be made to teach the structure or detailed function of the parts of the nervous system other than that the body actions and reactions are controlled by the brain, the spinal cord and the nerves. It is important to teach care, in order to have a healthy, well-controlled nervous system.

(b) Care of this system—The importance of sleep in resting this system, the value of rest periods during the day, the need of a change of work during the day, the importance of fresh air in aiding nerve control; cultivating a peaceful frame of mind and happiness; learning not to worry over trivial things; the effect of great excitement, emotion or shock; the meaning of a nervous breakdown, when control is lost through worry, loss of sleep, fatigue, etc.

(c) Madame Cure.

October

Reactions on the Nervous System, caused by:

(a) Infantile paralysis. (b) Effect of drugs. (c) Effect of tobacco. (d) Effect of alcohol.

Opportunity is presented for establishing a foundation for the spring's essay (W.C.T.U.)

Agriculture

September to November 30th

Part I in "Course of Studies"—Pages 1-66 in Text.

Reference: "Agriculture for Public Schools"—Hutchinson.

I. Autumn:

Any three to be chosen.

(1) Close study of weeds. Chap. XVIII. (2) Collection by individual or groups of fifteen common varieties of weeds. (3) Collection and study of vegetables, flower or grain seeds. (4) Eggs and poultry. Chap. XX, pages 247-268. (5) Parts of plants and functions of each. Chap. VIII.

GRADE VIII

Composition

First Term—(September to December).

Thought Work and Longer Compositions. See Text—p. 155 to p. 169. Also "Course of Studies"—p. 82, Sections A and B.

Grammar

September

(1) The Sentence: (a) Logical divisions. (b) Detailed analysis of simple sentences. (2) Identification of parts of speech with functions or relations. (3) Prepositional phrases

with functions. (4) Verbs: (a) Complete. (b) Incomplete—objects, complements. (5) Stress sentences—Assertive, Interrogative, Imperative.

October

(1) Study the Clause: (a) Principal; (b) Subordinate. (2) (a) Kinds of subordinate clauses. (b) Clausal analysis. (3) (a) Compound and complex sentences. (b) Analysis of reasonable compound or complex sentences in detail.

Arithmetic

September

Review of fractions, decimals and denominate numbers.

October

Rectangle and square, square root, parallelogram, trapezoid, triangle.

Geography

September

General Geography—Review of the general principles of climate, conditions affecting climate, dependence of industries upon natural environments. General survey of British Empire as a whole.

October to November 15th: British Isles in detail.

Hygiene

September and October

Review the skeleton, the muscular, digestive, excretory, circulatory, respiratory, nervous systems and special senses. The injurious effects of alcohol and tobacco on these systems. Stress care and health maintenance of these systems.

History: British and Canadian

September: Section 1, "Course of Studies."

October: Sections 2 and 3, "Course of Studies."

Literature

Note: It should be observed that this outline covers the minimum requirements. Teachers should feel free to incorporate in their year's work any other selections of interest or value, from whatever source available.

A.—Selections for intensive study as Literature. B.—Selections for Silent Reading. C.—Selections for Oral Reading. D.—Selections for Memorization.

September

A—The Four Horse Race. The Brook. Abou Ben Adhem. B—The Homes of the People. C—Napoleon and the British Sailor. D—Selections from "The Brook."

October

A—Rip Van Winkle. B—The Deacon's Masterpiece. C—The Mounted Police. D—Lead, Kindly Light.

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The National Geographic Society of Washington, D.C., announces that publication of its illustrated Geographic News Bulletins for teachers will be resumed early in October.

These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into the Society's headquarters from every part of the world. The bulletins are illustrated from the Society's extensive file of geographic photographs.

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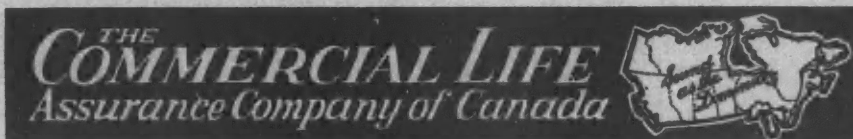
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